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ABSTRACT

A research project investigated communicative language skills and the academic proficiency of native English speakers and limited-English-speaking (LEP) elementary school students. The subjects were 304 native English speakers and bilingual program participants, speakers of Lao and Spanish. The data are derived from a locally developed assessment system that has been validated. The results, based on analysis by language subsample, by grade and across grades, confirm that there are qualitative and quantitativce differences between the groups in all the investigated facets of English language proficiency. Meaningful intercorrelations among second language, school-based proficiencies are found in LEP students. A statistically significant association between receptive communicative proficiency and academic proficiency emerges for younger, but not older, native English speakers. A theoretical framework that captures the relationships among the stated proficiencies is found viable for both LEP and native English-speaking students. The implications of these findings for ESL and bilingual education programs are discussed. (Author/MSE)

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Communicative, Language, and Academic Proficiencies of Limited English Proficient and Native English Speaking Elementary School Students

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Abstract

This study examines the communicative, language, and academic proficiencies of first and second language learners within a school setting. The sample is composed of 304 intermediate grade level Limited English Proficient (LEP), bilingual program participants (consisting of Spanish and Lao speakers) and native English speaking students. The data are derived from a locally developed assessment system which has shown to be theoretically grounded and psychometrically sound.

The results, based on analyses by subsample, by grade, and across grades, confirm that there are qualitative and quantitative differences between the groups in all the investigated facets of English language proficiency. Meaningful intercorrelations among second language, school-based proficiencies are exhibited in LEP students. A statistically significant association between receptive communicative proficiency and academic proficiency emerges for younger, but not older, native English speakers.

A theoretical framework which captures the relationships among the stated proficiencies appears viable for both LEP and native English speaking students. Implications of these findings for English as a Second Language and bilingual education programs are discussed.

Introduction

Bilingual educators working with Limited English Proficient (LEP) students are constantly reminded that in transitional bilingual education programs, English is the benchmark of success. In other words, in order for LEP students to function effectively in an American school setting, their second language (L2) proficiencies must ultimately be commensurate with those of their native English speaking peers. The purpose of this paper is to examine the school-based performance of intermediate grade level students with the intent of providing baseline data for utilization in student assessment practices.

Three measures of school life are investigated; the students' communicative proficiency, their language proficiency, and their academic proficiency. Each dimension is first explored within the framework of current language acquisition research. Subsequently, select sociolinguistic and educational variables that may impact L2 performance are discussed.

Communicative Proficiency, Language Proficiency, and Academic Proficiency

Recent research has recognized a growing distinction among communicative, language, and academic proficiencies. However, what is "language proficiency" and how best to measure it continues to be an ongoing controversy (Baecher, 1982; Rivera and Simich, 1982). This paper attempts to clarify the meaning of these terms as evidenced by data from a study of Lao LEP, Hispanic LEP, and native English speaking students.

Communicative proficiency is a reflection of a person's functional language use in naturalistic contexts. The emphasis on meaningful, oral communication is not restricted to the relationship of the structural elements within an utterance, but rather encompasses all the supralinguistic features of discourse (Gottlieb, 1983). Contrary to the Chomskyan (1965) conception of linguistic competence, the underlying notion of communicative competence, from which communicative proficiency is derived, centers on social interaction between a real speaker-listener with differential competence within a heterogeneous speech community (Hymes, 1971). This adaptation of linguistic competence to the total communication act (Savignon, 1972) involves an awareness of social and cultural nuances, of contextual appropriateness and acceptability, and of the pragmatically useful purpose of the exchange.

Proposed theoretical frameworks have been formulated identifying the components of language (communicative) proficiency as separate, divisible factors. Hernandez-Chavez, Burt, and Dulay (1978) have devised a three dimensional matrix of 64 independently measurable cells, representing linguistic, communicative, and sociolinguistic ariables. Similarly, Noa, Silverman, and Russell (1976) have constructed a three dimensional cube with each side subdivided into four facets.

In Canale and Swain's (1980) hypothesized model, three components of communicative competence are named: 1. grammatical competence (lexical items and linguistic rules);
2. sociolinguistic competence (discourse and sociocultural

rules); and 3. strategic competence (verbal and non-verbal strategies). Bachman and Palmer (1982) empirically examined these components in a construct validation study using a multitrait-multimethod design. The results yielded a model of one general and two specific trait factors.

The evidence of the presence of a general factor lends support to the unitary hypothsis of language proficiency. This position, that second language ability represents an indivisible rather than a componential or compartmentalized competence, has gained recent attention in the literature. In Language in Education: Testing the Tests (1978), Oller, Gunnarson, Stump, Streiff, and Perkins each report studies which indicate that L2 test performance is primarily dependent upon a global language proficiency. Oller and Hinofotis further suggest that language proficiency accounts for as much as .64 of the variance in the g-factor of intelligence. Based on their research on adult L2 learners, once the common variance on a variety of language tests is explained, there remains no other meaningful variance.

The correlate of global language proficiency and IQ is grounded in literacy-based skills and thus represents an academic-centered language proficiency (Cummins, 1980, 1981a). A second aspect of language proficiency, claims Cummins, not addressed by Oller and his colleagues, encompasses the surface manifestations of a specific language exhibited in social situations. In the theoretical framework that Cummins offers, the developmental relationship between these proficiencies is captured along two continuums, one perpendicular to the other.

For purposes of this paper, literacy dependent language use

equated with context-reduced communication is considered language proficiency while face-to-face interaction, descriptive of context-embedded situations, is considered communicative proficiency. Communicative proficiency is contingent upon oral input and entails the receptive and expressive use of an acquired language system within a sociocultural context. Language proficiency, on the other hand, goes beyond the generalized notion of a student's ability to perform language-related tasks; it is specifically tied to the meaning of the printed word.

Beyond communicative and language proficiencies, however, students must demonstrate mastery of concepts in designated curricular areas. This knowledge of course content, in essence, is academic proficiency. According to Saville-Troike (1984), the vocabulary related to specific subject matter is the most important aspect of proficiency for academic achievement. In addition to this tripartite of proficiencies, select sociolinguistic and educational variables may also influence L2 student performance.

A growing body of research has centered on the role of macro-environmental factors on the rate and the quality of L2 acquisition. The role various models play in L2 development (Burt, Dulay, and Krashen, 1982) and the use of the target language in the community-at-large as predictors of L2 acquisition have been investigated (Fishman, 1976; Swain; 1981). This study explores the issue of L2 language use outside the educational domain by examining the affects of three interactional models: 1. adults within the household;

2. relatives outside the household; and 3. siblings.

Skutnabb-Tangas and Toukomaa (1976), in studying Finnish immigrants to Sweden, distinguish student achievement in L2 based on L1 schooling. Similar anectotal observat ons have been made of children who have immigrated from Mexico to the United States (Troike, 1978). Thus, the educational variables mark the amount of formal language training and indirectly, serve as an index of L1 literacy and level of conceptual development.

Statement of the Problems

The first problem addresses student performance in informal, school-based situations (communicative proficiency), in written discourse (language proficiency), and in content area achievement (academic proficiency). It is anticipated that native English speaking students will be the most homogeneous and high scoring of the subsamples. Consequently, statistically significant differences will characterize the groups in each of the measured areas.

The second problem deals with the relationships between the receptive and expressive channels of communicative proficiency and their respective association with language proficiency and with academic proficiency (as evidenced in science and social studies). Meaningful intercorrelations would yield a substantial proportion of shared variance, lending empirical support to the unitary factor hypothesis of language ability. In contrast, non-statistically significant associations would demonstrate the relative independence of the constructs, thus, upholding the divisible factor hypothesis.

The third problem explores the impact of student variables, outside of the test instrument, on performance in English. The provision for learner variables is necessary as the performance level attained has shown to be dependent upon prior experience and background (Farhady, 1982). Those traits which may serve to differentiate LEP student scores from those of native English speakers are the ones selected for study.

Design of the Study

Identification and Selection of the Sample

Three hundred and four students in grades three through six (3-6) enrolled in nine elementary schools in the third largest school district in Illinois participated in the study. The District has a student population of 25,000 with approximately 2000 students from non-English speaking backgrounds. Two subsamples were identified by the students' instructional program: 1. bilingual education program, LEP students, receiving a minimum of 90 minutes of daily instruction in their first or native language in addition to English as a Second Language (ESL); and 2. native English speaking students, receiving the standard District curriculum.

The LEP subsample was further subdivided by the students' first language, Spanish or Lao. The rationale for the creation of this subdivision was two-fold: 1. to confirm research findings that suggest similar acquisition trends among L2 learners (Dulay and Burt, 1974; Mace-Matluck, (1979); and 2. to aid in the determination of the standarization sample.

A random, stratified sample of LEP students was selected from

the School District's non-English background census and individual building printouts. The native English speaking subsample, for the most part, represented an intact classroom per grade from two matched schools. Any language minority student not in the bilingual education program or any student diagnosed for special education placement was eliminated from the analysis.

By obtaining a cross section of students several objectives were accomplished: 1. the generalizability of the findings is strengthened; 2. the sample is representative of the student population; and 3. individual teacher and program effects are minimized. The sample, categorized by grade, by instructional program, and by language, is further characterized by ethnographic data.

Sample Characteristics

The majority of the Hispanic background students selected are of Mexican descent, having emigrated from Mexico or having migrated from Texas. The proportion of Mexican-Americans enrolled in the bilingual education program descends considerably, from 20% in third grade to 0% in sixth grade. This decrease with age can be attributed to the fact that younger students may not have had exposure to English prior to their formal schooling years.

The language(s) of use outside the school domain are considered the primary language sources for L2 learners in the community-at-large. It appears that LEP students, at the intermediate grade levels, do not communicate exclusively in the target language with any of the models cited. Their greatest

amount of L2 use is with siblings; an average of 41% of the LEP students interact with their brothers and sisters by alternating L1 and L2. This phenomenon, known as code-switching, is a creative process of incorporating cultural and linguistic material from both languages into the communication act (Dulay, 1978).

In this sample, more LEP students rely solely on their first language when speaking with relatives outside of their immediate household than when interacting with adults with whom they reside. On the average, 81% partakes in unilingual (L1) conversations with relatives while 72% of this group converses only in L1 at home with adults. The remaining percentage reflect students who engage in bilingual discourse with the stated models, an expected and normal consequence of two languages in contact (Burt, Dulay, and Krashen, 1982).

The number of years LEP students have been schooled in the United States including their enrollment in bilingual education programs are indicators of their amount of exposure to the American educational system. Except for a few students at the third grade level, no other bilingual program participants in grades 3-6 have attended American schools for as many years as their native English speaking peers. In fact, approximately 30% to 40% of these students have been in schools here less than one year.

The data suggest that, within the LEP group, there is a direct correspondence between grade (age) and the amount of education in the students' native land. While 64% of the

younger LEP students (those in grades 3 and 4) have attended school outside of the continental United States, this percentage increases to 97% for older LEP students (those in grades 5 and 6). It can thus be inferred that while all LEP students have acquired L1 communicative proficiency, the older ones have a stronger L1 conceptual and literacy base built on previous educational experience, therefore, exhibit greater academic and language proficiencies.

Sources of Data and Procedures for Data Collection

The Bilingual Data Sheet was designed to capture those student variables that may affect L2 acquisition and learning. Supplemental to the School District's computer printouts, it supplied the summary data collected from parent questionnaires and from student interviews.

For testing the problems, a locally developed assessment instrument was used. It was specifically designed as a two-tiered system with the purpose of serving as a norm-referenced measure for the LEP population of a school district while using native English speaking students' performance as a criterion referent. By including provision for the three stated proficiencies, it serves as an indicator of what constitutes learning in a school setting.

The first tier is integrative in nature, consisting of an integrated set of receptive and expressive language items (communicative proficiency) and a multiple-choice cloze passage (language proficiency). The second tier is discrete-point, based on the science and social studies curricula (academic

proficiency) and uses illustrations as well as print to convey concepts. The prototype in English, on which data for this study were collected, represents the initial phase in the development of a multilingual assessment system.

Orientation to the administration of the individual and group subsections of the instrument and to the collection of student data was provided in a series of training sessions for District staff and for cooperating educational agencies prior to the testing period. All data were gathered in the Spring of 1983. At that time, the reliability and the validity of the assessment instrument were documented in various validation studies (Gottlieb, 1985).

Treatment of the Data

The assumption of equal variances between the designated subsamples is tested with one-way analysis of variance (ANOVA). Reliability coefficients for each pair of subscale measures are obtained by Pearson product-moment correlations. Multiple regression equations are formulated to assess the independent and combined effects of selected predictor variables on student performance. Stepwise regression procedures are initially used for each of the dependent variables (subscale scores). Subsequently, those variables that prove statistically significant are re-entered to create a more parsimonious model.

Analyses and Results

To determine if meaningful differences exist between the population means, the one-way ANOVA procedure is used. The results of the LEP/native English speaking student comparison by grade and across grades for each of the subscales (communicative proficiency, language proficiency, academic proficiency) and for total performance are statistically significant ($p < .001$ in all cases). Therefore, it can be concluded that LEP students' means are characteristically unique from those of their native English speaking peers.

One-way ANOVA's between the Hispanic LEP and Lao LEP subsamples confirm that there are statistically significant differences between these students' mean scores on total performance for grade 3 ($F = 5.0$, $df = 1/45$, $p < .05$) and for grade 4 ($F = 6.1$, $df = 1/40$, $p < .05$) but not for the upper intermediate grades. In both instances, Hispanic LEP students have the higher mean score.

The intercorrelation matrices of subscale scores form a pattern along grade (age) lines for the native English speaking group. Younger students' (in grades 3 and 4) communicative scores for receptive language (CC1) are strongly related to reading ($r = .57$ and $.50$, $p < .001$) and are also statistically significant when paired with social studies ($r = .32$ and $.33$, $p < .05$). These direct relationships may be a residual effect of oral language development and/or oral reading strategies stressed in the primary grades. Older students' (in grades 5 and 6) receptive language scores, in contrast, are independent of the

other subscale variables. For these students, receptive language tasks dealing with the general school environment bear little relation to those necessary for reading comprehension or for academic achievement.

Correlation coefficients of expressive language (communicative proficiency) coupled with language proficiency and with academic proficiency for the entire native English speaking subsample do not reach statistically significant levels. This result contrasts with that for LEP students whose expressive communicative proficiency (CC11) is directly related to reading (r = .50, p< .001), to science (r = .35, p< .001) and to social studies (r = .40, p< .001). Table 1 is a summary of the intercorrelations among the proficiency subscale scores of LEP and native English speaking students.

Insert Table 1 about here

The communicative proficiencies of the sampled native English speaking students are distinguishable from their language and academic proficiencies. This absence of a meaningful relationship denotes that language use associated with the informal curriculum of the school is autonomous from that of the formal curriculum. In other words, L1 communicative proficiencies in social contexts within the school environment does not guarantee successful academic achievement.

While this independence of constructs holds for older native English speaking students, it does not for the younger ones. The direct link between communicative proficiency and achievement in grades 3 and 4 may be indicative of a L1 threshold

level for these students. Supportive of this finding is the L2 learning model (Uhl-Chumot, 1981), in which, precisely at this point, acquisition is bridged to learning, basic interpersonal communication skills are joined with cognitive academic language proficiency, and higher level cognitive and linguistic processes are introduced.

School-based communicative proficiency of LEP students at the intermediate grade levels is indistinguishable from their academic proficiency. Thus, for this group, L2 acquisition is not divorced from conceptual learning in L2. The statistically significant relationships ($p < .001$) between the sets of paired subscale variables may be evidence that the average LEP student in a bilingual education program has not, as yet, reached a threshold level or that L2 acquisition and learning occur simultaneously.

Cummins (1976; 1979) has postulated two threshold levels of language proficiency that vary according to the linguistic and cognitive demands of the curriculum. The first, or lower one, must be attained by bilingual children to avoid cognitive disadvantages and the second, or higher one, is necessary to allow the potentially beneficial aspects of bilingualism to influence cognitive growth. Thus, it appears, that while for native English speaking students there may be a single threshold, for LEP students there may be dual thresholds to cross.

If LEP students are to successfully transition into monolingual classrooms, they need to demonstrate L2 literacy. At the intermediate grade levels, reading becomes the major medium

of instruction (Durkin, 1978-79). Using multiple regression analysis, 68% of the variance in reading (language proficiency) is accounted for by the students' first language (English, 58%; Spanish, 1%) and by their communicative proficiency (9%).

These findings suggest an association of higher reading (language proficiency) scores with native English speakers and with Hispanic LEP students. Communicative proficiency, as defined by the school domain, appears influential in the demonstration of language proficiency that has been drawn from a broader experiential base. Knowledge of specific curriculum-based concepts (academic proficiency) has no statistically significant effect on reading when the passage is devoid of such content.

The second series of regression equations are devised to assess LEP students' L2 proficiencies as a function of a set of sociolinguistic and educational variables. The hierarchical decomposition method to test the B's yields two independent variables which exert statistically significant effects on communicative proficiency; namely, "years of education outside the United States" ($p < .05$) and "years of participation in a bilingual education program" ($p < .01$).

Among the variables investigated, the "number of years of participation in a bilingual education program" is the strongest predictor of L2 receptive and expressive communicative proficiency for LEP students (r square = .14). This finding suggests that bilingual education programs may serve to: 1. facilitate the L2 acquisition process by providing opportunity for social interchange; and 2. promote acculturation

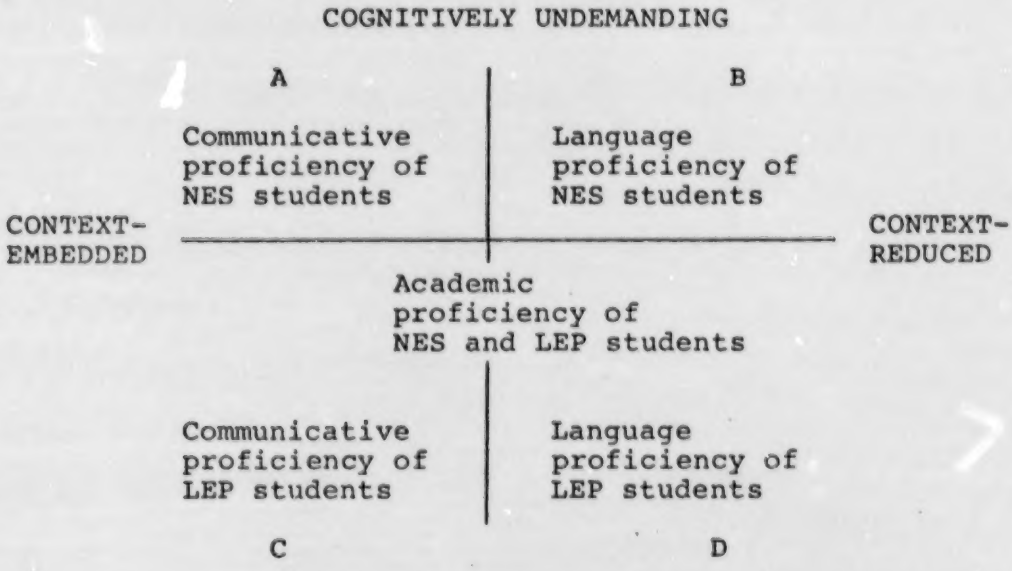
to the American school climate. As "years of education in the United States" is multicollinear with "years in a bilingual education program" (r = .65) and with "years of residence in the United States (r = .87), by association, it also serves as a barometer of LEP students' communicative proficiency. Apparently, the amount of exposure to the educational milieu in the target language has a positive effect on being able to interact in that environment.

The second statistically significant variable, "years of education outside the United States", has a negative influence on the development of L2 oral communication skills for LEP students. In other words, the greater the educational input in L1 outside the American school milieu, the more the likelihood that L2 acquisition has not occurred. Exposure to L2, interaction in L2, and acculturation to L2 appear to be requisite to the development of L2 communicative proficiency.

The negative impact of "years of education outside the continental United States" on L2 communicative proficiency loses its statistically significant effect when L2 language and academic proficiencies are named the dependent variables. These results provide indirect support for the interdependence hypothesis (Cummins, 1979) and uphold the position of transferability of literacy-based tasks (Thonis, 1981). In contrast with communicative proficiency, which appears to be language specific, academic proficiency may be dependent upon underlying, universal cognitive processes.

Theoretical and Practical Implications of the Findings

Analysis of the data indicate that intermediate grade level LEP students' demonstrated second language (L2) proficiencies are distinct from their native English speaking peers' first language (L1) proficiencies. These findings provide empirical support for Cummins' (1981a) theoretical framework illustrated below. Superimposed onto the dual continuum are the designated areas of investigation as interpreted from the LEP and native English speaking (NES) student data.



In defining each sector, Quadrant A, for LEP students represents informal, social interaction more typical of the everyday world outside the classroom (Cummins, 1984). This form of communication, by being outside the scope of the school milieu, has not been explored in this paper. However, it appears that the L1 interpersonal communication of native English

speakers characteristically belong to quadrant A. The communicative language tasks required of schooling (in L2) for LEP students occupy Quadrant C. They may be considered at the context-embedded end of the curriculum as, for the most part, they are non-literacy dependent. The cognitively demanding dimension of communicative proficiency manifests itself in the social, cultural, and linguistic nuances embodied in American schools.

The academic proficiency of both LEP and native English speaking students can be plotted at the intersection of the two continuums. The previously reported statistically significant differences between the groups in this area may therefore be attributed to social/cultural factors (Troike, 1984) and/or to linguistic factors rather than to specific learned concepts.

Reading (language proficiency) is the most context-reduced activity of the test battery as it relies exclusively on linguistic cues to meaning which are presented at a discourse level of analysis. For native English speaking students, who surpass the criterion level of 80%, comprehension of a passage that is within their experiential and linguistic repertoires is relatively cognitively undemanding (quadrant B). For LEP students, a higher level of cognitive involvement is required to process language in an unfamiliarized schema with relatively greater linguistic complexity (quadrant D).

These findings aid in the development of empirically-based and educationally sound entry and exit criteria for ESL and bilingual education programs. The data suggest that language development emerges in three stages: 1. social language outside

the school context; 2. informal and formal language within the school; and 3. continued formal language tied to curricular content. The first two stages may or may not occur simultaneously but are requisite for sustained academic growth.

Although the development of L2 social language (phase 1) for LEP students may not be addressed by the school, teachers should be aware of its value for instructional planning. It appears that L2 informal and formal language development within an educational setting (phase 2) is a unified process for LEP students. Therefore, the administration of a battery of L2 tests would be redundant in most instances. For initial placement purposes L2 assessment should be confined to the measurement of communicative and language proficiencies with the entire bilingual program, LEP population serving as the standardization sample.

Continued formal language development, most associated with achievement (phase 3), is representive of academic proficiency. At this stage, native English speaking students demonstrate an ability to differentiate informal, expressive school language from informal and formal receptive language tasks. If LEP students are expected to achieve at a rate commensurate with their native English speaking peers, then their patterns of L2 proficiency should approximate those of L1 students. It is only at this time that LEP students should be considered for transition. Exit criteria in L2, therefore, need to be more comprehensive in nature in order to assess the full range of proficiencies and to obviate a "false positives" approach to

instructional programming (Curtis, Ligon, and Weibly, 1980).

Tied to the establishment of these criteria are sociolinguistic and educational variables which provide student background data. It appears that first language, when it is English or Spanish, has an impact on reading (language proficiency) in English. Among Hispanic LEP students, first language also impacts L2 academic proficiency but not L2 communicative proficiency.

The variable "L1 Spanish", but not "L1 Lao", is a statistically significant predictor of performance for the tested areas of the formal or academic curriculum. The statistically significant intergroup differences in mean raw scores and the meaningful contribution of "L1 Spanish" to the prediction of L2 academic proficiency makes program monitoring for transition and for exit a more complex issue. As testing for L2 academic proficiency produces more heterogeneous results, it may be more appropriate to develop separate norms for each LEP subpopulation.

The "language(s) of interaction" variables do not appear to directly affect school-based performance of LEP students in English. The above mentioned variables may, however, be critical to L1 development and to the initial, socializing phase of L2 acquisition.

Limitations of the Study

Upon reviewing the findings, the limitations inherent in this investigation must be considered. The principal constraint derives from the fact that this study is confined to a limited number of intermediate grade level students from a single school

district. Therefore, caution must be exercised in generalizing the results across all language minority and majority students and across grade levels.

Generalizability is also hampered by the instrumentation used for data collection. First, the use of a monolingual instrument precludes measurement in two languages for the bilingual students. Second, this study is cross-sectional in nature as the data are derived from a single test administration. Although it may measure short-term effects, only through the analysis of longitudinal data can trends and more long-term effects be determined.

The application of the findings is also limited to the extent of the level of analysis. That is, the subsamples, in being defined by language fail to capture intragroup differences; namely, variances that may be attributed to L2 entry level (in the case of LEP students) and/or to general cognitive ability. Although the results reflect how well the designated group as a whole is functioning, additional research on a more microlevel of analysis would yield more comprehensive information.

Recommendations for Further Research

Extensive meta-analyses of educational studies have consistently shown aptitude, instruction, and environment as having causal influences on student learning (Walberg, 1984). Thus, for native English speaking students, the core elements of successful school achievement have been identified. Ongoing research in ESL and bilingual education is necessary in order to maximize the educational productivity of LEP students.

The findings of the Significant Bilingual Instructional Features Study (Tikunoff, 1984) emphasize that effective bilingual education programs share many of the same characteristics as effective standard educational programs. Other features identified are found to be critical to the instruction of LEP students: namely, 1. substantial L1 instruction; 2. use of information from the students' home culture; and 3. integration of L2 language development with content area instruction. Perhaps, then, the next logical area for exploration is the psychological environment of LEP students outside the classroom. It might be hypothesized, for example, that excessive television viewing, which has shown to have a negative effect on native English speaking students' learning (Walberg, 1984), has a positive impact on the acquisition of L2 communicative proficiency for LEP students.

In the comparison of LEP and native English speaking students, it has been found that the learners' extrinsic characteristics (experiential background) and the learners' intrinsic traits (demonstrated proficiencies) contribute to their school-based performance in English. The communicative, language, and academic proficiencies of all students need to be considered in the educational decision-making process. ESL and bilingual education teachers, in particular, must utilize theoretically supported and empirically validated data in order to enhance the opportunities for LEP student success in the American school system.

Table 1

Intercorrelations among Communicative, Language, and Academic Proficiencies of Grade 3 to 6 Limited English Proficient (LEP) and Native English Speaking (NES) Students

Subscale	Subsample	1.	2.	3.	4.	5.
1. Communicative Proficiency/ Receptive	LEP Students	—	.64***	.49***	.37***	.43***
	NES Students	—	.08	.30***	-.04	.11
2. Communicative Proficiency/ Expressive	LEP Students		—	.50***	.35***	.40***
	NES Students		—	-.01	-.01	.09
3. Language Proficiency (Reading)	LEP Students			—	.18**	.17**
	NES Students			—	.23***	.33***
4. Academic Proficiency (Science)	LEP Students				—	.66***
	NES Students				—	.63***
5. Academic Proficiency (Social Studies)	LEP Students					—
	NES Students					—

** $p < .01$

*** $p < .001$

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